

# JIVIN' IN THE JUNGLE: SELF-ASSESSMENT

## SHARING FEELINGS

**GOAL:**

Students will discover their personal communication styles.

**TIME:**

This is a five-part activity that can be done over several days. This section will take 30 to 60 minutes.

**SETTING:**

classroom

**MATERIALS:**

"Jivin' in the Jungle: Self-Assessment" worksheet, pencils

**PROCEDURE:**

You are the safari leader, about to take your class into a jungle. On this trip, each student is going to learn about their personal communication/behavioral style. They will have to listen to their leader's explanations, make assessments about their behavior, form groups and complete a task in order to return home safely.

In the jungle, you are going to encounter four animals, which are representative of four communication styles. After hearing the descriptions of each animal, your students are going to decide which animal they are most like. Caution your students against making hasty decisions! They should not choose their favorite animal, nor the animal they desire to be like, but rather the animal which most closely resembles their communication style. Some students may have difficulty deciding. You may have to assist with the decision. Other students may assert that they sometimes resemble one animal, while at other times they resemble another. Encourage these students to choose the animal they act like *most often*. Choosing one animal does not mean they are 100% similar to this animal, 100% of the time. All animals have both positive and negative qualities.

To help you better understand the correlation between the four communication/behavioral styles and the four animals, here's a summary of the characteristics of each style.

**Lions** can also be called **Drivers**. These students are assertive and self-controlled people. In a group setting, they like to get their way. They are task-oriented thinkers who know what they want to accomplish and how they are going to accomplish it. Rarely do they show their emotions. These students are experts at control; they can control a group while also controlling their emotions. Adjectives that describe Drivers include: *determined, thorough, decisive, efficient, dominating, pushy* and *tough-minded*.

**Giraffes** can also be called **Analyticals**. These students are not assertive but are good at controlling their emotions. They like to ask questions and gather facts so that they can, from their heightened viewpoint, see and understand all situations in their entirety. They are predominantly thinkers, not feelers. These students are technical experts; they are reserved and in control in group situations. Adjectives that describe Analyticals include: *industrious, persistent, serious, orderly, critical* and *indecisive*.





**Monkeys** can be called **Expressives**. These students are very aggressive and also very verbal about making their feelings known. They do not attempt to control their emotions, instead they react impulsively to many situations. They are more concerned about the people in a group than the task at hand. They will disregard facts if their gut tells them to. These rather chatty students are social experts because they combine personal power and emotional expression in their relationships. Adjectives that describe Expressives include: *personable, stimulating, enthusiastic, dramatic, manipulative, excitable and undisciplined.*

## SHARING FEELINGS



### **Chameleons** can also be called **Amiables**.

These students display their feelings openly but are not very assertive. They constantly change colors striving to be agreeable with most people. These students are experts in support; they are personally reserved and also capable of emotional expression to help others in their group. Adjectives that describe Amiables include: *supportive, respectful, willing, dependable, agreeable, dependent, conforming and emotional.*



**D**epending on your students' developmental level, you may want to further expand the animal metaphors by discussing the explanations given above.

**O**ften people express a desire to work in groups in which everyone is like them. This activity will show students that having all one communication/behavioral style in one group may not be the most beneficial for the group. By recognizing each style, and the strengths and weaknesses that come with it, students will be better able to work together as an effective team. Now that you've been briefed on each style, you should be ready to lead your class on this safari adventure!

**B**efore you describe each animal, pass out the "Jivin' in the Jungle: Self-Assessment" worksheet. Read the following explanation/story to your students. You will begin by describing the lion.

# JIVIN' IN THE JUNGLE STORY

## SHARING FEELINGS

**T**ell students to close their eyes and imagine themselves at the edge of the jungle. Suddenly they see a lion race past, followed by several lion cubs. The lion looks very determined to get to the other side of the jungle. She does not stop to talk with any of the other animals who call out to her. The lion does not waste any time. When one of the cubs stops to check out the safari group that you are in, the lion gives a roar of disapproval and the cub immediately runs after. You can tell that the lion is used to getting her way around these cubs!

**A**s the lion runs out of sight, you see a tall giraffe walking near the edge of the trees. The giraffe carefully looks at each leaf on each tree before deciding which one to eat. He considers each one thoughtfully before making his choice. Often you see him stretch his long neck to examine the rest of the jungle. You realize he must have a very good view of the jungle from way up there. Because he is so high, he can see danger from far away and decide the best plan of action for his safety. Once he has taken a good look around, he continues to eat. He examines each leaf in an orderly manner and then goes on to the next tree.

**A**s the giraffe reaches for a leaf, suddenly a monkey bursts out of the branches. The monkey asks the giraffe, "How are you today?" As the giraffe thinks about how he will answer the monkey's question, the monkey sees some of her monkey friends and swings off to join them. The giraffe is just as happy that the monkey left; he didn't really want to share his feelings anyway.

**Y**our safari group follows the monkey into the jungle. The monkey appears to be very excited! The monkey is swinging from branch to branch talking to all the animals she sees. Sometimes she makes faces at her monkey friends to put on a little show. Her mother calls her over to help her clean her little brother's coat, but she keeps getting distracted. She'd rather play with him, rather than get his coat as shiny as her mother likes it to be. Even better, she'd like to go talk to her friends! She can't wait to go tell her best friend about what she saw earlier today! Hmm... where is her best friend? Maybe the chameleon would know. He's always helpful!

**T**he monkey jumps down to the jungle floor and spots the chameleon. The chameleon is a pretty green color, but as the monkey approaches, the chameleon changes to a brilliant red. Chameleon knows that red is the monkey's favorite color. Monkey asks if he's seen her best friend. You overhear the chameleon saying that he hasn't, but he wishes that he could help. He says that if he sees her, he'll let the monkey know. The chameleon's very dependable, so monkey races off to look elsewhere. The chameleon notices that two of the people in the safari group are crying because they are homesick. The chameleon changes to blue and wanders over to the group to see if he can be supportive. He respectfully asks if he can help. When the answer is "no," he agreeably leaves.

**A**ll of this animal watching is making you tired. Your safari leader suggests that everyone sit down in the clearing to take a break. You think that this is a great idea! Now you'll have time to think about everything you saw!



**N**ow have students open their eyes. Ask them to keep each animal and its behavior in their minds as they follow the directions on the "Jivin' in the Jungle: Self-Assessment" worksheet.

Name \_\_\_\_\_

# JIVIN' IN THE JUNGLE

## SELF-ASSESSMENT

**A**s you take a break from your safari, think about the animals you saw and how they behaved. Read the statements below each animal. Circle any statements that sound similar to how you usually act. Finally, put a star by the animal that you think is most similar to you.

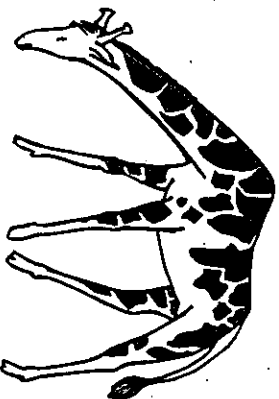
### Lion

- I tell other people what I'm thinking.
- I do not like to show my feelings.
- I like other people to do what I say.
- When I have a job to do, I get it done without wasting time.
- If someone does something that I do not like,  
I tell them that I do not like it.
- I have a lot of determination.



### Giraffe

- I like to ask a lot of questions and gather facts.
- I think a lot before making a decision.
- I do not like to share my feelings.
- I am usually serious.
- I like my belongings to be neat and orderly.
- I work hard.



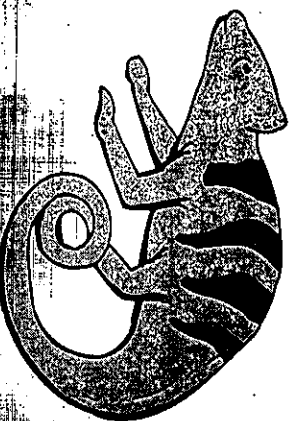
### Monkey

- I like to tell lots of people about my feelings.
- I get very excited and enthusiastic easily.
- I care about how people feel, not about getting a job done.
- I like to talk, talk, talk.
- I act on my feelings, not on my thoughts.
- I like to play.



### Chameleon

- I hate it when people are mad at me.
- I like to share my feelings.
- I like to please other people.
- I am dependable, responsible and respectful.
- I like to be helpful.
- I am happy when everyone around me is happy.



SHARING FEELINGS

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# JIVIN' IN THE JUNGLE: CLASS ASSESSMENT

## SHARING FEELINGS

**GOAL:**

Students will identify the personal communication styles of their classmates.

**TIME:**

45 minutes

**SETTING:**

classroom

**MATERIALS:**

"Jivin' in the Jungle: Class Assessment" worksheet, pencils, chalkboard, chalk

**PROCEDURE:**

Once each student has determined his or her personal communication/behavior style, you are ready for the next adventure on your safari! But first your class must form survival groups. Your class is going to perform an "experiment" to see how a group of all one animal type (i.e. communication style) works together.

**T**o form the survival groups, write the names of all of your students on the chalkboard. Now, using the "Jivin' in the Jungle: Class Assessment" worksheet, ask your students to decide which animal each of their classmates most closely resembles. Students may have different opinions of how their classmates should be classified, but most likely there will be some agreement as to a particular classification.



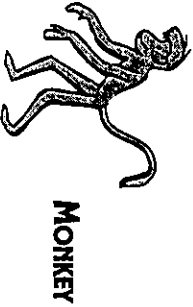
**N**ow that the students are done assessing each other's communication styles, you (as the safari leader) must compile the lists to form the groups. Write the four animals' names on the chalkboard. Begin with the first student listed on the chalkboard. Ask your students, "How many people think \_\_\_\_\_ is a lion? A giraffe? A monkey? A chameleon?" If there is a lack of consensus, ask students to support their statements with examples of the student in question's behavior, or ask the student for their self-assessment. You may need to be the final arbitrator. When all students have been "classified," ask each group to sit together to find out about their next adventure!

Name \_\_\_\_\_

# JIVIN' IN THE JUNGLE

## CLASS ASSESSMENT

For the next part of your safari, you are going to break up into groups. Think about the four kinds of animals and about your classmates. Under the name of each animal, write the names of your classmates that are similar to that animal. Your teacher will compile a class list.



SHARING FEELINGS ☐



# JIVIN' IN THE JUNGLE:

## THE ADVENTURE BEGINS

### SHARING FEELINGS

**GOAL:**

Students will work in groups of like communication styles.

**TIME:**

60 minutes

**SETTING:**

classroom

**MATERIALS:** "Jivin' in the Jungle: Adventure Worksheet"

**PROCEDURE:**

For the next part of your safari adventure, the survival groups are going to work together to complete a task. This task will provide an opportunity for your students to observe how people with the same communication/behavioral style work together. They may discover that having a group of all lions, all giraffes, all monkeys or all chameleons may not be the best way to complete a job. This activity should also show your students that every communication/behavioral style has its strengths and weaknesses. One style is not superior to the others.

**S**o let the adventures begin! Pass out *one* "Jivin' in the Jungle: Adventure Worksheet" to each *group*. Tell the groups that they have 30 minutes to complete the sheet and solve the problems described. Observe the groups' interactions, but do NOT encourage the groups to stay on task. You may be able to provide some insight into their behavior that will be valuable during the Survival Group Assessment component of this activity. Some groups may not finish due to the communication style of their group.

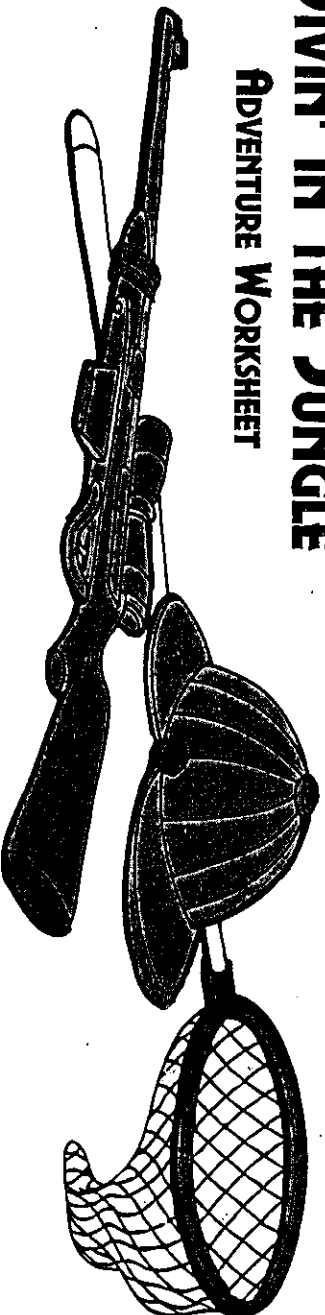
**W**hen the half hour is over, ask students to reflect on their group's experience.

How did your group decide who should read the worksheet?
How did your group decide who should write on the worksheet?
Did your group finish the worksheet?
What helped your group to complete the worksheet?
What prevented your group from completing the worksheet?
Is everyone in your group satisfied with your group's solution?
Was your group supportive of each other's ideas? How or why not?

Name \_\_\_\_\_

# JIVIN' IN THE JUNGLE

## ADVENTURE WORKSHEET



**Y**our safari leader has divided your safari into survival groups for your safety. The jungle can be a dangerous place! It's getting dark and you must find food and a place to camp for the night. Your safari leader has instructed the survival groups to split up so you can cover the most ground possible.

**Y**our group knows its mission. You set off to look for food. Soon, you come to a river. You haven't found any food yet. Should you try to cross it? What's in the water? Are there dangerous animals lurking below the surface? What's on the other side? Too late! Your group is going to have to cross the river because a fire has started behind you. One of the other survival groups must have been careless when cooking their food. You can see by the smoke that you have 30 minutes before the fire gets to the river. How is your group going to cross the river? One of the people in your group is very afraid of water and cannot swim.

We decided to cross the river by ...

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Now that you are on the other side. You need to find food. You're hungry! How do you find the food? We found the food by ...

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**J**ust as you start to eat, you see your safari leader with the other survival groups. You can't wait to tell them what happened to your group! But first listen to what your safari leader has to say.

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**SHARING FEELINGS**

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## JIVIN' IN THE JUNGLE:

### THE FINAL CHALLENGE

**GOAL:**

Students will work in groups with different personal communication styles.

**TIME:**

60 minutes

**SETTING:**

classroom

**MATERIALS:**

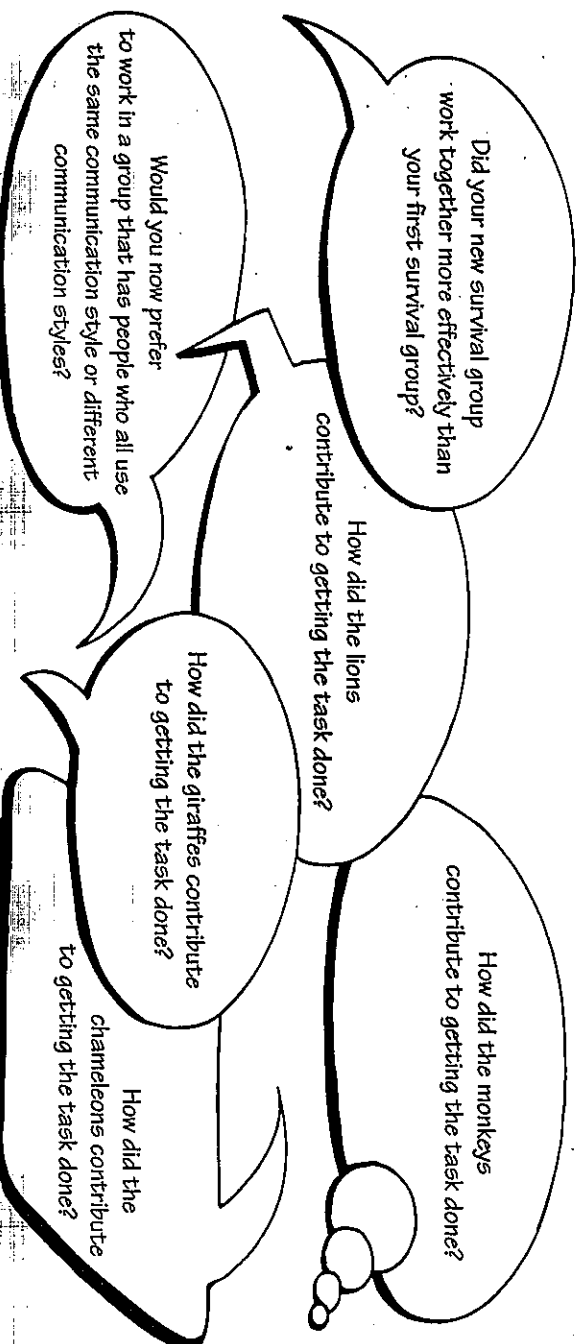
"Jivin' in the Jungle: The Final Challenge" worksheet, pencils

**PROCEDURE:**

For the final leg of your safari, your class will work in groups comprised of different communication styles. This activity should demonstrate to students that when all communication styles work together—lions, monkeys, giraffes and chameleons—the result is an effective team. The lions should keep the team on task. The giraffes should examine all issues thoroughly. The monkeys should maintain enthusiasm. The chameleons should be supportive of all the members of the team. And as your students have experienced, "It's a jungle out there," so we all need to work together!

**F**irst, redesignate the survival teams. Make sure that each team has at least one lion, monkey, giraffe and chameleon, and that all teams have roughly the same number of members. Then distribute one "Jivin' in the Jungle: The Final Challenge" worksheet to each group. As the final challenge, your students will have to solve a problem to get out of the jungle alive. This time students will be writing a story—collectively. Each member on the team is responsible for two sentences. Allow students approximately one half hour to complete the activity. Remember, do not help or encourage the groups to stay on task!

**F**inally, conclude this lesson with a class discussion. First, use the same questions from the last activity as a comparison between groups composed of the same communication styles (see page 92) versus groups composed of different communication styles. Then ask these additional questions to help students further improve their communication skills.



# JIVIN' IN THE JUNGLE

## THE FINAL CHALLENGE

**Y**ou were relieved to be with your safari leader in the dangerous jungle last night. You and your friends slept soundly. Now that it's morning, your safari leader has divided you into new teams—the team that you are working with now. Today is the final day of your safari. Your leader is going to make arrangements for the plane that will take you home. But before your leader leaves, she instructs you to clean up the camp and meet at the landing strip in four hours. Your leader stresses the importance of arriving on time. You have no more food. If your group fails to leave before sundown, you will not make your connecting flight home, which means you will be stuck in the jungle for another week. Your survival group does a good job clearing out of camp and then makes its way to the runway. The plane is there, but you do not see the pilot or your leader! Oh no!

**E**ach person in your survival group must contribute two sentences to finish the safari story. Within the next half hour, your group must explain what happened to the pilot, your leader and how you work together to get out of the jungle by sundown. Are you up to the final challenge? Remember, the jungle is dangerous. Your life depends on it!

**SHARING FEELINGS**

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